DOCUMENT RESUME

ED 382 286 JC 950 272

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TITLE Longitudinal Study of Harper College Students, 1983 to 1993. Volume XXIII, No. 2.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE Sep 94
NOTE 32p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; Asian Americans; Black Students; College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Full Time Students; Grade Point Average; Hispanic Americans; Longitudinal Studies; Minority Groups; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS Asian American Students; Hispanic American Students; William Rainey Harper College IL

ABSTRACT

A longitudinal study was conducted at William Rainey Harper College (Illinois) to observe the performance and achievement of all credit students entering the college from fall 1983 through fall 1993. Study findings included the following: (1) 77% of full-time students returned to school at a later date for 1 year or more; (2) the 77% retention rate held true for all races, genders, and program categories, other than Blacks, Hispanics, and older students; (3) the part-time student persistence rate was 52%; (4) full-time students completed an average of 33 credit hours, while part-time students completed approximately 10 credit hours; (5) close to 40% of all full-time students graduated; (6) most part-time students did not enroll intending to graduate; (7) grade point averages (GPA's) were influenced by student age at entrance; (8) part-time students who entered when they were under 21 years of age had a GPA of 1.80, those between 21-34 averaged 2.44, and those 35 or older averaged 2.85; (9) grade point averages of part-time students were higher than full-time students (2.35 compared to 2.18); (10) regardless of full-/part-time status, female students had higher GPA's than males; (11) female part-time students outnumbered male part-time students; (12) Asian full-time students had a GPA of 2.36, compared to 2.19 for Whites, and 1.84 for Blacks and Hispanics; and (13) between 1983 and 1993, there was an increase in the full- and part-time enrollment of minorities at WRHC, mostly among Asians, Blacks, or Hispanics. (KP)

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Volume XXIII, No. 2
September 1994

Longitudinal Study of Harper College Students, 1983 to 1993

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JC 950 272

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ABSTRACT

THIS STUDY FOLLOWED, IN A LONGITUDINAL MANNER, ALL THE STUDENTS WHO ENROLLED DURING SUCCESSIVE CLASSES - 1983 - 1993. THE PURPOSE OF THE STUDY WAS TO PROVIDE SOME BASIC INSTITUTIONAL DATA ABOUT STUDENT PERFORMANCE OVER A PERIOD OF TIME. DATA WAS OBTAINED ON THEIR PERFORMANCE AND ACHIEVEMENT AT HARPER THROUGH ANALYSIS OF THE ACADEMIC RECORDS OF EACH OF THE STUDENTS.

EIGHT OUT OF TEN FULL-TIME STUDENTS RETURN TO SCHOOL AT A LATER DATE FOR ONE YEAR OR MORE. THIS IS TRUE FOR ALL RACES, GENDER AND PROGRAM CATEGORIES OTHER THAN BLACKS, HISPANICS AND OLDER STUDENTS. THE PART-TIME PERSISTENCE RATE FOR THIS SAME PERIOD IS 60 PERCENT. THE FULL-TIME STUDENTS WILL COMPLETE, ON THE AVERAGE, 37 CREDIT HOURS AND THE PART-TIME STUDENTS WILL COMPLETE APPROXIMATELY 11 CREDIT HOURS. CLOSE TO ONE-FOURTH OF THE FULL-TIME STUDENTS WILL GRADUATE, AND MOST OF THE PART-TIME STUDENTS DO NOT INTEND TO GRADUATE.

THE GPAS OF PART-TIME STUDENTS ARE HIGHER THAN FULL-TIME STUDENTS (2.35 COMPARED TO 2.18). MALE STUDENTS HAVE LOWER GPAS THAN THE FEMALE STUDENTS. OLDER STUDENTS GENERALLY HAVE HIGHER GPAS THAN YOUNGER STUDENTS. PART-TIME FEMALE STUDENTS OUTNUMBER PART-TIME MALE STUDENTS.

THERE HAS BEEN AN INCREASE IN BOTH FULL-TIME AND PART-TIME ENROLLMENT OF MINORITIES AT HARPER. MOST OF THESE STUDENTS ARE EITHER ASIAN, BLACK OR HISPANIC.

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TABLE OF CONTENTS

			Page
I.	Purpose		1
II.	Population Surveyed		1
III.	Methodology		1
IV.	Discussion of Results		1
V.	Detailed Results		
	- Chart A	Comparison Between FT/PT GPAs	2
	- Chart B	GPA by Category 1983-93 Full-Time Students	2
	- Chart C	GPA by Category 1983-93 Part-Time Students	3
	- Chart D	Student Gender Enrollment 1983-93	3
	- Chart E	F/T Students - Cumulative Hrs. Attempted/Earned	4
	- Chart F	PCT Earned Degree 1983-93 - F/T Student	5
	- Chart G	Reasons for Enrollment - Full-Time Students	6
	- Chart H	Reasons for Enrollment - Part-Time Students	6
	- Chart I	Percentage of Transfer/Career Majors - Full-Time	7
	- Chart J	Percentage of Transfer/Career Majors - Part-Time	7
	- Chart K	Comparison of FT/PT Reverse Transfer for Four-Year Institutionsl	8
	- Chart L	Increasing Minority Students at Harper - F/T	9
	- Chart M	Increasing Minority Students at Harper - P/T	9
VI.	Major Conclusions		10

Purpose

The purpose of this study is to follow beginning full-time and part-time traditional credit students over a long period of time observing their performance and achievements at Harper College. This type of longitudinal study answers such questions as: What percentage of all full-time students starting at Harper will graduate or accumulate 36 hours of credit? How long will these students attend? The same questions can also be answered about beginning part-time students. Other questions can also be addressed including their GPA; whether they have transferred into Harper; their age, race, intent and career program; and the standing in their high school class. The same information is used for the Harper program review process.

Population Surveyed

Data were gathered from all traditional credit students, both full-time and part-time, who enrolled each fall from 1983 to 1993.

Methodology

In May 1994, using Focus software, data were downloaded from Harper's mainframe computer directly to a PC hard drive. The data were uploaded into dBase. Tabulations on many different fields were done and cross tabulations by age, gender, race and major programs were performed.

Discussion of Results

The GPAs of part-time students are higher than full-time students (2.35 compared to 2.18). Grade point average is influenced by the age of the students when they enter Harper College. For example, full-time students entering before they are age 21 average 2.15, while students entering after they are 21 or older average 2.45. Part-time students who enter while they are under age 21 average 1.80. Those between 21 and 34 average 2.44 and those 35 or older average 2.85. Asian full-time students have an average GPA of 2.36, compared to 2.19 for whites and 1.84 for blacks/hispanics. In addition, the GPAs of those who have a career program major compare with those with transfer majors at 2.18. Regardless of full-time or part-time status, the female students have higher GPAs than the male students. See charts A, B and C for the above information.

Chart A

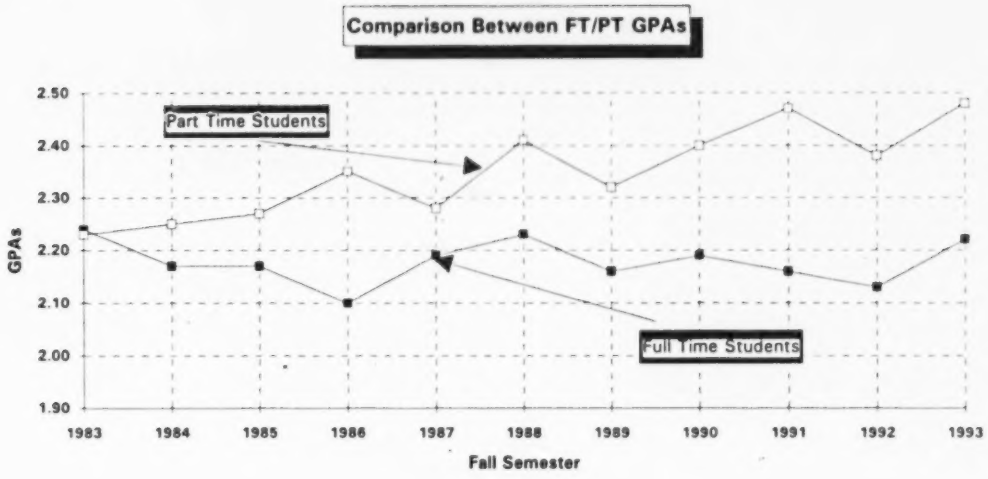

Chart B

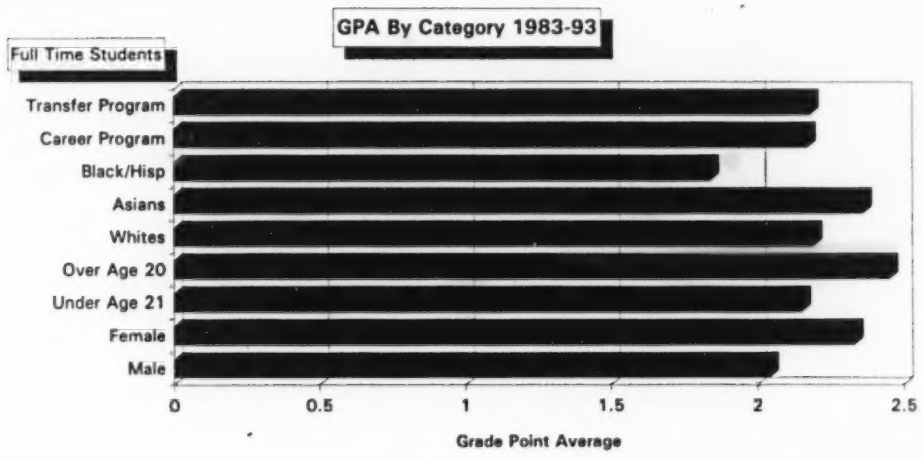

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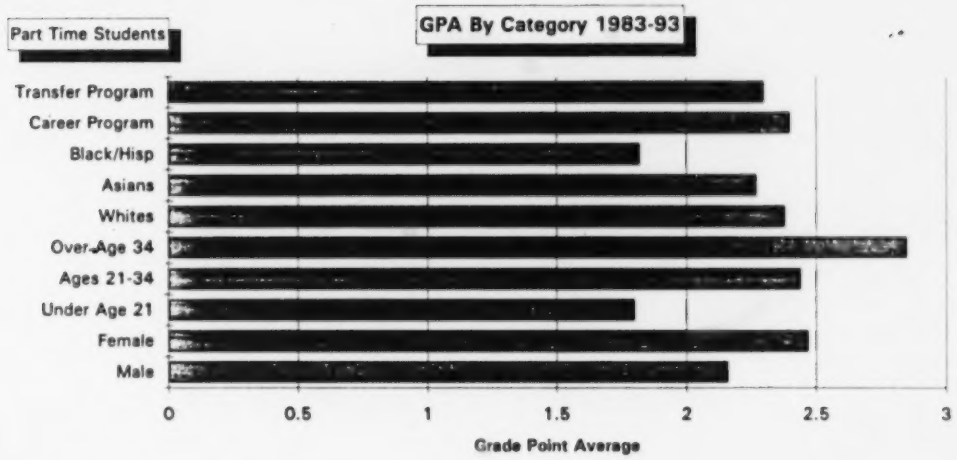
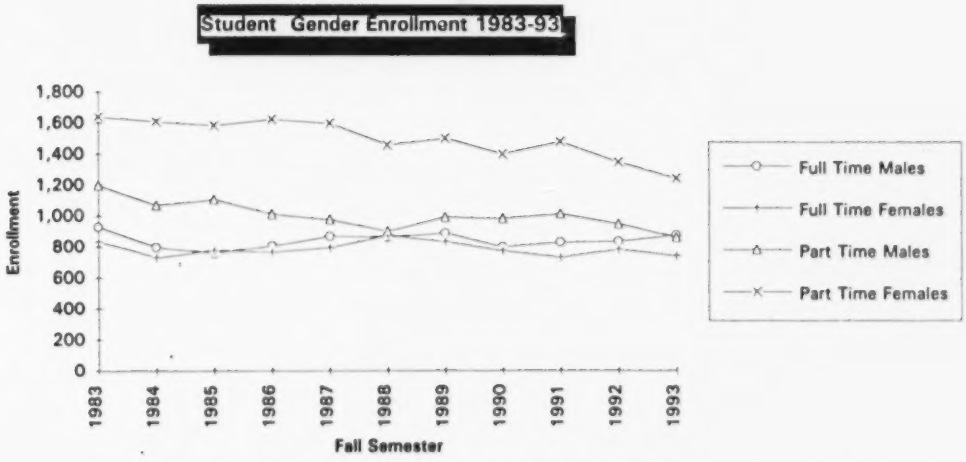
Chart C



Full-time male students outnumber female students. The largest difference between male/female full-time ratio is with black/hispanics. However, there are more female full-time students in career programs than male students. Also, female part-time students greatly outnumber male part-time students-a percentage of 60 percent to 40 percent. (See Chart D).

Chart D



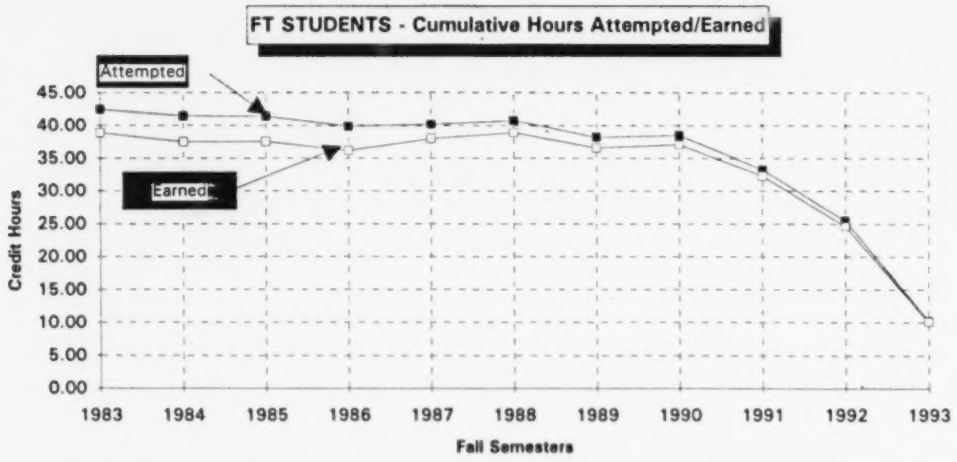
As the age of the part-time students increase, there is a corresponding increase in the percentage of females. There are twice as many part-time female students age 35 or more than male students.

7

Persistence rates for full-time students show that 77 percent of the students who start full-time in the fall will return to school for one year or more at a later date. These rates are reflective for each age, race, gender, and program category with the exception of those older than 21 (60%) and the black/hispanics (63%). The part-time persistence rate is less, around 52 percent. Again, these rates reflect each age, race, gender and program category (other than older and black/hispanic students).

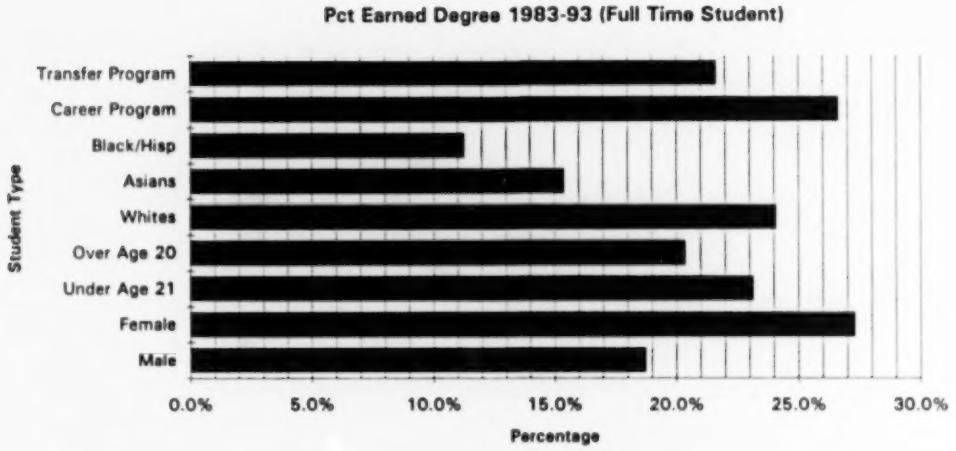
Students starting full-time will eventually complete about 33 credit hours, while the average student starting part-time will complete about 10 credit hours. (See Chart E for comparison of full-time student hours attempted and earned.)

Chart E



About 70 percent of the full-time students intend to obtain a degree or certificate. Close to one-fourth actually achieve a degree or certificate. Females and students in career major programs are more likely to obtain their degree, and the black/hispanics are less likely to obtain a degree. Similar patterns prevail with the part-time students as well, but to a lessor degree. (See Chart F.) In addition, the part-time students intent to obtain a degree or certificate is not as great

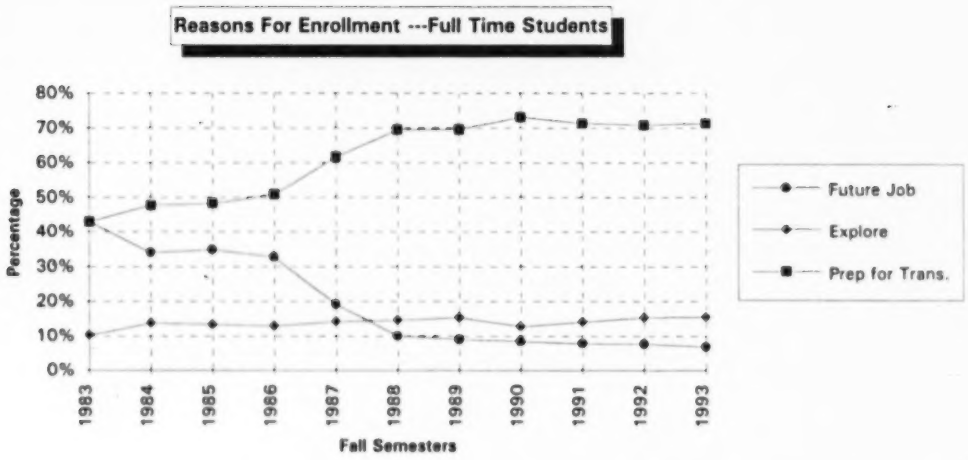
Chart F



A little more than one-half of the full-time students graduated in the top half of their high school class. We find that 70 percent of the full-time students over age 21 graduate in the top half of their class and close to one-third of them graduate in the top quarter. Only 42 percent of the full-time black/hispanics graduated in the top half of their high school classes. There is little difference between those who enter career programs to those who are in transfer majors. As with the full-time students, the older the part-time student, the more likely that he or she ranked high in the high school graduation ranking. In addition, part-time female and Asian students graduate higher in their high school class than other part-time students.

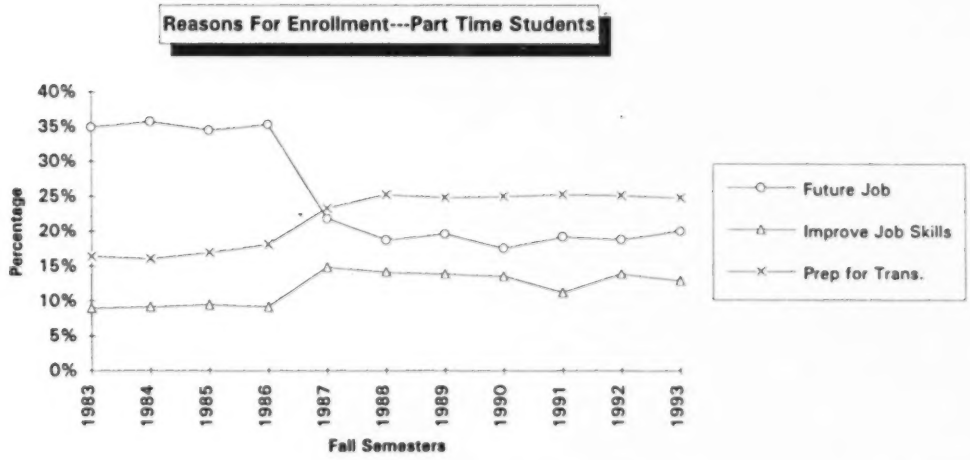
Most full-time students attend Harper intending to transfer to a four-year school (a ratio of four to one). The overall trend shows an increase in the intent to transfer and a drop in those who said they attended to get a job. (See Chart G.)

Chart G



The same pattern exists for part-time students, but at a smaller scale. (See Chart H.).

Chart H



In addition, there is an increased percentage of students enrolling in transfer majors. (See Charts I and J.)

Chart I

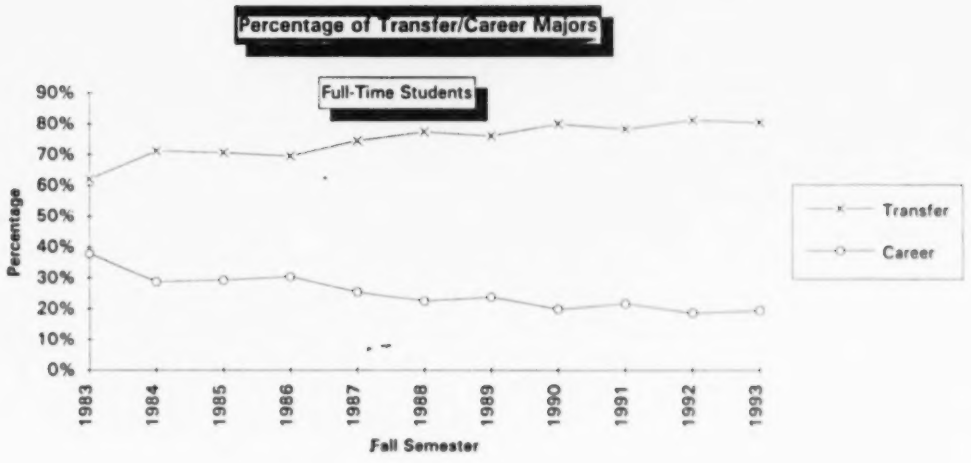
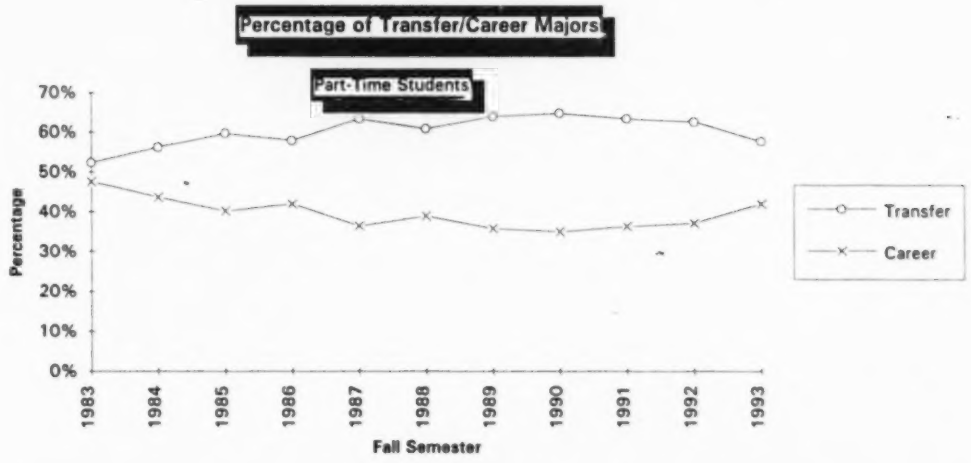


Chart J

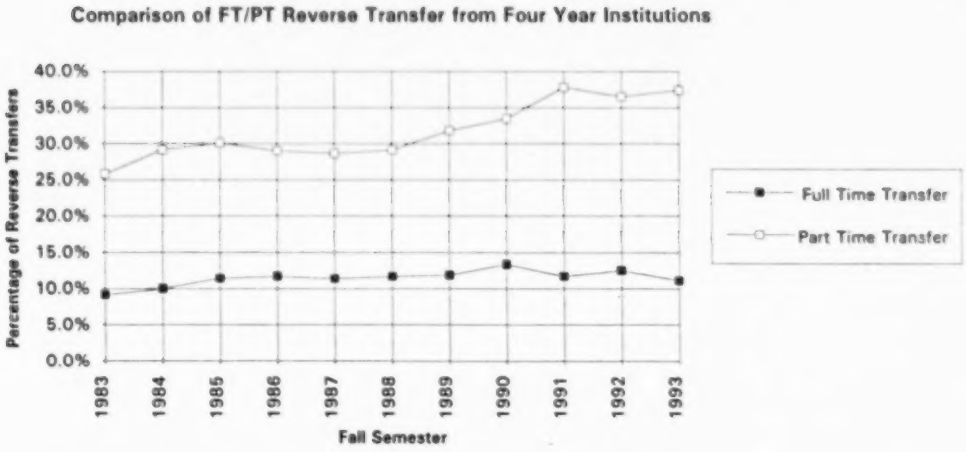


In this regard the intent and actual majors coincide with one another. The trend toward more transfer students could be the result of the increase in tuition at four-year colleges, and in some cases, higher entrance standards. Although most full-time females indicate their intent is to transfer, they cite job preparation as a reason for attending college more often than male students do. The full-time students age 21 and over are more likely to come to Harper to train for a future job than the younger students. The black/hispanic students are more likely to indicate they are attending Harper to explore courses than others indicate, although most of them indicate they enrolled in order to transfer. The older the part-time student, the more likely they are taking coursework to improve their job skills. The younger part-time students are more likely to indicate future job or transfer reasons as the reason they enrolled.

Older students or part-time Asian students are more likely to take courses for personal interest. It is interesting to note that the students who are enrolled in a career major program are split on their reasons for attending Harper - between future job and transfer.

In addition to more students enrolling in transfer programs and indicating transfer as the reason for attending Harper, there is a trend toward more reverse transfer students. This is particularly true for part-time students. (See Chart K.)

Chart K



However, in 1993 this trend has leveled off for the full-time students. Older students and Asian students, whether full-time or part-time, have the largest percentage of reverse transfer activity.

Lastly, there is a trend toward more minority students enrolling at Harper College. Most of these students are black, hispanic or asian. This is true for both full-time and part-time students. (See Chart L and M.)

Chart L

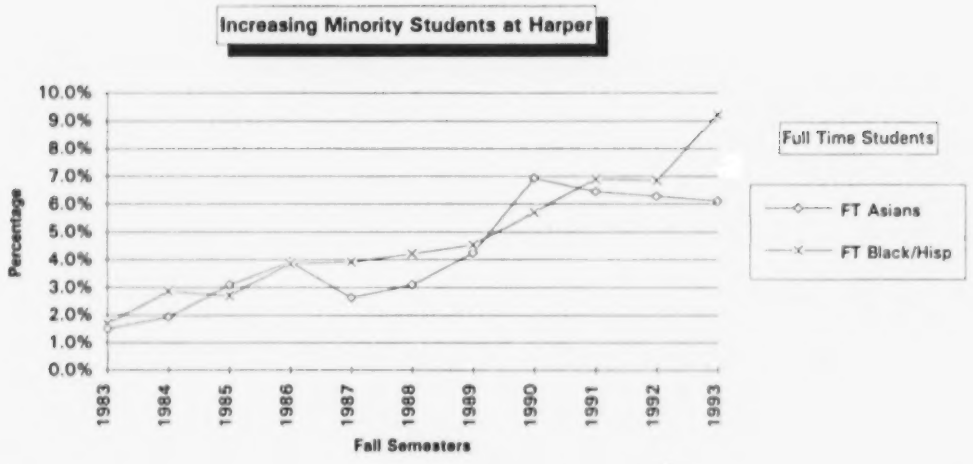
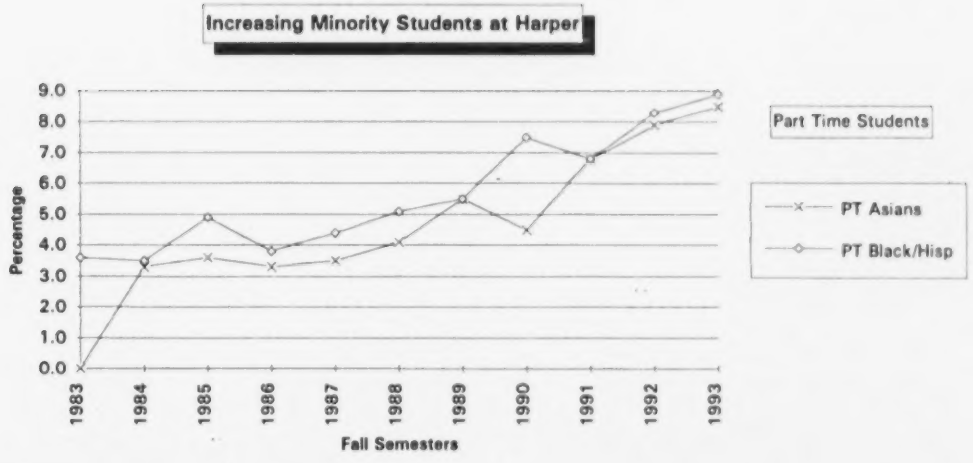


Chart M



Major Conclusions

Eight out of ten full-time students return to school at a later date for one year or more. This is true for all races, gender and program categories other than blacks, hispanics and older students. The part-time persistence rate for this same period is slightly over 50 percent. The full-time students will complete, on the average, 33 credit hours and the part-time students will complete approximately 10 credit hours. Close to one-fourth of the full-time students will graduate, and most of the part-time students do not intend to graduate.

Major Conclusions (continued)

The GPAs of part-time students are higher than full-time students (2.35 compared to 2.18). Male students have lower GPAs than the female students. Older students generally have higher GPAs than younger students. Part-time female students outnumber part-time male students.

There has been an increase in both full-time and part-time enrollment of minorities at Harper. Most of these students are either asian, black or hispanic.

LONGITUDINAL DATA OF FULL-TIME DEGREE CREDIT STUDENTS AT HARPER

FULL-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG93.XLS June 17, 1994

FULL-TIME	YEAR 1983		YEAR 1984		YEAR 1985		YEAR 1986		YEAR 1987		YEAR 1988		YEAR 1989		YEAR 1990		YEAR 1991		YEAR 1992		YEAR 1993	
CATEGORY	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	1773		1531		1536		1572		1664		1737		1725		1574		1564		1622		1622	
AVE GPA	2.24		2.17		2.17		2.10		2.19		2.23		2.16		2.19		2.16		2.13		2.22	
AVERAGE CUMULATIVE:																						
HOURS ATTEMPTED	42.4		41.4		41.4		39.9		40.2		40.8		38.2		38.5		33.2		25.5		10.2	
HOURS EARNED	38.9		37.5		37.6		36.2		38.0		38.9		36.6		37.1		32.3		24.6		10.2	
GENDER																						
MALE	929	52.7%	797	52.1%	759	49.4%	806	51.3%	870	52.3%	862	49.6%	890	51.6%	799	50.8%	831	53.1%	838	51.7%	878	54.2%
FEMALE	835	47.3%	732	47.9%	776	50.6%	766	48.7%	794	47.7%	875	50.4%	835	48.4%	774	49.2%	733	46.9%	784	48.3%	742	45.8%
UNKNOWN	9		2		1		0		0		0		0		1		0		0		2	
AVE AGE	18.8		18.9		19.1		19.0		19.1		19.1		19.0		19.0		19.2		19.2		19.1	
AGE UNDER 21	1628	92.6%	1407	92.2%	1389	90.6%	1414	90.0%	1518	91.3%	1579	91.0%	1604	93.0%	1446	91.9%	1391	88.9%	1444	89.0%	1452	89.6%
AGE 21 & OVER	130	7.4%	119	7.8%	144	9.4%	157	10.0%	144	8.7%	157	9.0%	121	7.0%	128	8.1%	173	11.1%	178	11.0%	169	10.4%
REGISTERED UNTIL:																						
1 SEMESTER ONLY	113	6.4%	115	7.5%	105	6.8%	129	8.2%	125	7.5%	121	7.0%	141	8.2%	134	8.5%	153	9.8%	182	11.2%	229	14.1%
FOLLOWING SPRING	202	11.4%	161	10.5%	184	12.0%	174	11.1%	184	11.1%	166	9.6%	200	11.6%	157	10.0%	197	12.6%	239	14.7%	847	52.2%
FOLLOWING YEAR	284	16.0%	267	17.4%	255	16.6%	266	16.9%	281	16.9%	294	16.9%	292	16.9%	284	18.0%	375	24.0%	823	50.7%	546	33.7%
2 YEARS LATER	302	17.0%	261	17.0%	252	16.4%	278	17.7%	291	17.5%	338	19.5%	309	28.8%	433	27.5%	681	43.5%	378	23.3%	0	0.0%
3 YEARS LATER	187	10.5%	163	10.6%	151	9.8%	175	11.1%	216	13.0%	276	15.9%	306	17.7%	471	29.9%	158	10.1%	0	0.0%	0	0.0%
4 YEARS LATER	128	7.2%	121	7.9%	136	8.8%	151	9.6%	169	10.2%	240	13.8%	356	20.6%	95	6.0%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	87	4.9%	79	5.2%	100	6.5%	124	7.9%	194	11.7%	269	15.5%	71	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	89	5.0%	69	4.5%	109	7.1%	117	7.4%	179	10.8%	33	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	89	5.0%	78	5.1%	93	6.1%	136	8.7%	25	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	83	4.7%	93	6.1%	131	8.5%	22	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	94	5.3%	106	6.9%	21	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10 YEARS LATER	91	5.1%	18	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11 YEARS LATER	24	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12 YEARS OR MORE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TRANSFERRED IN FROM:																						
4 YEAR SCHOOL	162	9.2%	153	10.0%	176	11.5%	184	11.7%	189	11.4%	203	11.7%	205	11.9%	210	13.4%	183	11.7%	203	12.5%	180	11.1%
2 YEAR SCHOOL	85	4.8%	76	5.0%	77	5.0%	93	5.9%	84	5.0%	87	5.0%	85	4.9%	61	3.9%	94	6.0%	87	5.4%	95	5.9%
REASON FOR ATTENDING:																						
FUTURE JOB	161	43.0%	432	34.0%	528	34.8%	512	32.7%	315	19.1%	174	10.0%	155	9.1%	133	8.5%	122	7.8%	125	7.7%	112	6.9%
IMPROVE JOB SKILL	4	1.1%	16	1.3%	11	0.7%	16	1.0%	11	0.7%	20	1.2%	12	0.7%	12	0.8%	12	0.8%	7	0.4%	10	0.6%
EXPLORE COURSES	39	10.3%	171	13.5%	202	13.3%	202	12.9%	234	14.2%	253	14.6%	262	15.3%	201	12.8%	219	14.1%	248	15.3%	251	15.5%
PREPARE FOR TRAN	163	43.6%	593	47.7%	732	48.3%	796	50.8%	1020	61.7%	1205	69.5%	1188	69.6%	1149	73.1%	1110	71.3%	1146	70.9%	1154	71.3%
REV BASIC SKILLS	0	0.0%	2	0.2%	3	0.2%	2	0.1%	5	0.3%	2	0.1%	1	0.1%	0	0.0%	5	0.3%	4	0.2%	7	0.4%
PERSONAL INTERES	3	0.8%	19	1.5%	20	1.3%	15	1.0%	28	1.7%	23	1.3%	33	1.9%	36	2.3%	35	2.2%	29	1.8%	34	2.1%
OTHER INTENT	7	1.9%	19	1.5%	20	1.3%	23	1.5%	40	2.4%	56	3.2%	57	3.3%	40	2.5%	53	3.4%	58	3.6%	51	3.2%

BEST COPY AVAILABLE

LONGITUDINAL DATA OF FULL-TIME DEGREE CREDIT STUDENTS AT HARPER

FULL-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG93.XLS June 17, 1994

FULL-TIME	YEAR 1983		YEAR 1984		YEAR 1985		YEAR 1986		YEAR 1987		YEAR 1988		YEAR 1989		YEAR 1990		YEAR 1991		YEAR 1992		YEAR 1993	
CATEGORY	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
HIGH SCHOOL RANK																						
1ST QUARTER	333	22.3%	223	18.5%	235	19.3%	227	18.2%	235	18.8%	242	17.6%	215	16.3%	223	18.1%	189	15.2%	236	17.5%	233	18.8%
2ND QUARTER	600	40.1%	500	41.4%	428	35.2%	457	36.7%	450	34.4%	460	33.4%	420	31.8%	388	31.5%	435	35.1%	443	32.8%	453	35.0%
3RD QUARTER	457	30.5%	407	33.7%	441	36.3%	436	35.0%	501	38.3%	542	39.3%	528	39.9%	488	39.7%	486	39.2%	520	38.5%	496	38.3%
4TH QUARTER	106	7.1%	77	6.4%	111	9.1%	126	10.1%	122	9.3%	134	9.7%	159	12.0%	131	10.7%	130	10.5%	153	11.3%	114	8.8%
RANK UNKNOWN	277		324		321		326		356		359		403		344		324		270		326	
DEGREE INTENT:	Not Available																					
DEGREE			958	62.6%	984	64.1%	967	61.5%	1039	62.4%	1115	64.2%	1155	67.0%	1062	67.5%	1104	70.6%	1159	71.5%	1195	73.7%
CERTIFICATE			57	3.7%	77	5.0%	86	5.5%	75	4.5%	66	3.8%	61	3.5%	52	3.3%	52	3.3%	49	3.0%	55	3.4%
NO DEGREE			516	33.7%	475	30.9%	519	33.0%	550	33.1%	556	32.0%	509	29.5%	460	29.2%	408	26.1%	414	25.5%	372	22.9%
ATHLETIC INVOLVEMENT																						
INVOLVED	Not Available		103	6.7%	72	4.7%	79	5.0%	97	5.8%	93	5.4%	81	4.7%	85	5.4%	51	3.3%	65	4.0%	130	8.0%
NOT INVOLVED			1428	93.3%	1464	95.3%	1493	95.0%	1567	94.2%	1644	94.6%	1644	95.3%	1489	94.6%	1513	96.7%	1557	96.0%	1492	92.0%
DISABILITY:																						
DISABLED	130	7.3%	88	5.7%	99	6.4%	94	6.0%	106	6.4%	183	10.5%	204	11.8%	180	11.4%	195	12.5%	234	14.4%	237	14.6%
NOT DISABLED	1643	92.7%	1443	94.3%	1437	93.6%	1478	94.0%	1558	93.6%	1554	89.5%	1521	88.2%	1394	88.6%	1369	87.5%	1388	85.6%	1385	85.4%
RACE/ETHNIC:																						
ASIAN,PACIFIC IS.	26	1.5%	29	1.9%	47	3.1%	61	3.9%	43	2.6%	53	3.1%	72	4.2%	107	6.9%	99	6.5%	100	6.3%	97	6.1%
AMERICAN INDIAN	1	0.1%	2	0.1%	2	0.1%	3	0.2%	4	0.2%	0	0.0%	8	0.5%	2	0.1%	2	0.1%	5	0.3%	4	0.3%
BLACK AMERICAN	11	0.6%	17	1.1%	21	1.4%	21	1.4%	38	2.3%	29	1.7%	26	1.5%	13	0.8%	48	3.1%	35	2.2%	68	4.3%
HISPANIC AMERICA	18	1.0%	26	1.7%	20	1.3%	39	2.5%	26	1.6%	43	2.5%	51	3.0%	75	4.9%	58	3.8%	74	4.7%	78	4.9%
OTHER MINORITY	2	0.1%	0	0.0%	4	0.3%	3	0.2%	3	0.2%	6	0.4%	7	0.4%	12	0.8%	7	0.5%	13	0.8%	10	0.6%
WHITE AMERICAN	1662	96.3%	1401	93.7%	1414	93.3%	1410	90.8%	1512	92.6%	1572	91.9%	1518	89.5%	1318	85.5%	1310	85.5%	1352	85.0%	1319	83.1%
FOREIGN STUDENT	5	0.3%	20	1.3%	7	0.5%	16	1.0%	6	0.4%	7	0.4%	15	0.9%	15	1.0%	9	0.6%	12	0.8%	11	0.7%
REFUSED/UNSPECIFI	48		36		31		19		32		27		28		32		31		31		35	
DEGREE EARNED:																						
NO	1216	68.6%	1081	70.6%	1034	67.3%	1090	69.3%	1122	67.4%	1208	69.5%	1268	73.5%	1220	77.5%	1355	86.6%	1605	99.0%	1621	99.9%
YES	557	31.4%	450	29.4%	502	32.7%	482	30.7%	542	32.6%	529	30.5%	457	26.5%	354	22.5%	209	13.4%	17	1.0%	1	0.1%
DEGREE STATUS BY HOURS:																						
NO DEGREE	1216		1081		1034		1090		1122		1208		1268		1220		1355		1605		1621	
LESS THAN 24	574	47.2%	527	48.8%	557	53.9%	577	52.9%	575	51.2%	557	46.1%	622	49.1%	543	44.5%	610	45.0%	705	43.9%	1621	100.0%
BETWEEN 24-35	262	21.5%	223	20.6%	219	21.2%	211	19.4%	212	18.9%	264	21.9%	260	20.5%	237	19.4%	256	18.9%	450	28.5%	0	0.0%
BETWEEN 36-47	167	13.7%	147	13.6%	103	10.0%	132	12.1%	155	13.8%	155	12.8%	170	13.4%	171	14.0%	192	14.2%	374	23.3%	0	0.0%
48 OR MORE	213	17.5%	184	17.0%	155	15.0%	170	15.6%	180	16.0%	231	19.1%	216	17.0%	269	22.0%	297	21.9%	68	4.2%	0	0.0%
DEGREE EARNED	557		450		502		482		542		529		457		354		209		17		1	
48 OR MORE	509	91.4%	407	90.4%	445	88.6%	425	88.2%	490	90.4%	481	91.1%	419	91.7%	324	91.5%	174	83.3%	3	17.6%	0	0.0%
UNDER 48	48	8.6%	43	9.6%	57	11.4%	57	11.8%	51	9.4%	47	8.9%	38	8.3%	30	8.5%	35	16.7%	14	82.4%	1	100.0%
PROGRAM																						
CAREER	634	37.9%	440	28.8%	450	29.3%	478	30.4%	413	25.5%	392	22.6%	412	23.9%	314	19.9%	340	21.8%	304	18.8%	317	19.6%
TRANSFER	1021	62.1%	1089	71.2%	1084	70.7%	1094	69.6%	1238	76.5%	1345	77.4%	1313	76.1%	1260	80.1%	1223	78.2%	1317	81.2%	1302	80.4%

LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG93.XLS June 17, 1994

PART-TIME	YEAR 1983		YEAR 1984		YEAR 1985		YEAR 1986		YEAR 1987		YEAR 1988		YEAR 1989		YEAR 1990		YEAR 1991		YEAR 1992		YEAR 1993	
CATEGORY	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	2867		2701		2690		2635		2578		2361		2497		2386		2496		2305		2114	
AVE GPA	2.33		2.25		2.27		2.35		2.28		2.41		2.32		2.40		2.47		2.38		2.48	
AVERAGE CUMULATIVE:																						
HOURS ATTEMPTED	13.9		13.5		12.8		12.7		12.6		13.0		11.4		11.3		8.9		7.3		3.7	
HOURS EARNED	12.2		12.0		10.6		11.5		11.5		12.3		10.7		10.6		8.4		6.7		3.1	
GENDER																						
MALE	1198	42.2%	1068	39.9%	1107	41.2%	1012	38.4%	978	38.0%	902	38.2%	993	39.8%	984	41.3%	1015	40.7%	950	41.3%	863	40.9%
FEMALE	1640	57.8%	1608	60.1%	1583	58.8%	1623	61.6%	1598	62.0%	1459	61.8%	1502	60.2%	1402	58.8%	1481	59.3%	1351	58.7%	1245	59.1%
UNKNOWN	29		26		0		0		2		0		2		0		0		4		6	
AVE AGE	27.3		27.4		27.7		27.7		27.6		27.7		28.1		28.5		29.4		29.0		29.2	
AGE UNDER 21	910	31.5%	831	31.5%	806	30.1%	774	29.5%	813	31.7%	736	31.3%	728	29.2%	634	26.6%	569	22.8%	547	23.8%	544	25.8%
AGE 21-34	1292	46.1%	1228	46.6%	1259	47.1%	1281	48.8%	1184	46.2%	1085	46.1%	1186	47.6%	1168	49.1%	1280	51.4%	1147	49.9%	997	47.2%
AGE 35 & OVER	600	21.4%	575	21.8%	609	22.8%	569	21.7%	566	22.1%	531	22.6%	575	23.1%	578	24.3%	642	25.8%	606	26.3%	570	27.0%
REGISTERED UNTIL:																						
1 SEMESTER ONLY	837	29.2%	834	30.9%	802	29.8%	829	31.5%	776	30.1%	726	30.7%	849	34.0%	795	33.3%	900	36.1%	898	39.0%	1035	49.0%
FOLLOWING SPRING	312	10.9%	290	10.7%	355	13.2%	295	11.2%	317	12.3%	261	11.1%	300	12.0%	326	13.7%	372	14.9%	435	18.9%	949	44.9%
FOLLOWING YEAR	382	13.3%	323	12.0%	331	12.3%	383	14.5%	332	12.9%	314	13.3%	339	13.6%	392	16.4%	495	19.8%	795	34.5%	130	6.1%
2 YEARS LATER	227	7.9%	204	7.5%	241	9.0%	241	9.1%	247	9.6%	274	11.6%	281	11.3%	339	14.2%	645	25.8%	177	7.7%	0	0.0%
3 YEARS LATER	176	6.1%	183	6.8%	190	7.1%	164	6.2%	199	7.7%	239	10.1%	320	12.8%	479	20.1%	84	3.4%	0	0.0%	0	0.0%
4 YEARS LATER	131	4.6%	134	5.0%	160	5.9%	165	6.3%	196	7.6%	197	8.3%	366	14.7%	55	2.3%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	117	4.1%	132	4.9%	131	4.9%	150	5.7%	196	7.6%	302	12.8%	42	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	124	4.3%	122	4.5%	120	4.5%	143	5.4%	285	11.1%	48	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	110	3.8%	138	5.1%	128	4.8%	236	9.0%	30	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	136	4.7%	137	5.1%	214	8.0%	29	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	122	4.3%	185	6.8%	18	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10 YEARS LATER	179	6.2%	20	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11 YEARS LATER	14	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12 YEARS OR MORE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TRANSFERRED IN FROM:																						
4 YEAR SCHOOL	741	25.8%	788	29.2%	811	30.1%	765	29.0%	739	28.7%	688	29.1%	795	31.8%	799	33.5%	944	37.8%	842	36.5%	791	37.4%
2 YEAR SCHOOL	488	17.0%	492	18.2%	557	20.7%	570	21.6%	571	22.1%	507	21.5%	480	19.2%	458	19.2%	521	20.9%	474	20.6%	435	20.6%
REASON FOR ATTENDING:																						
FUTURE JOB	164	35.0%	888	35.8%	891	34.5%	901	35.3%	544	21.8%	431	18.7%	480	19.6%	410	17.6%	472	19.2%	431	18.8%	422	20.1%
IMPROVE JOB SKILL	87	18.6%	583	23.5%	567	22.0%	563	22.1%	511	20.5%	477	20.7%	506	20.7%	499	21.4%	473	19.3%	456	19.9%	431	20.5%
EXPLORE COURSES	42	9.0%	227	9.1%	244	9.5%	233	9.1%	378	14.8%	325	14.1%	339	13.9%	316	13.5%	276	11.2%	318	13.9%	271	12.9%
PREPARE FOR TRAN	77	16.4%	399	16.1%	438	17.0%	462	18.1%	581	23.3%	581	25.3%	608	24.9%	584	25.0%	621	25.3%	577	25.2%	522	24.9%
REV BASIC SKILLS	7	1.5%	21	0.8%	20	0.8%	10	0.4%	36	1.8%	16	0.7%	22	0.9%	23	1.0%	27	1.1%	19	0.8%	15	0.7%
PERSONAL INTERES	71	15.1%	299	12.0%	344	13.3%	304	11.9%	347	13.9%	332	14.4%	360	14.7%	347	14.9%	406	16.5%	335	14.6%	278	13.3%
OTHER INTENT	21	4.5%	66	2.7%	75	2.9%	78	3.1%	113	4.5%	137	6.0%	129	5.3%	154	6.6%	180	7.3%	151	6.6%	159	7.6%

LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG93.XLS June 17, 1994

PART-TIME	YEAR 1983		YEAR 1984		YEAR 1985		YEAR 1986		YEAR 1987		YEAR 1988		YEAR 1989		YEAR 1990		YEAR 1991		YEAR 1992		YEAR 1993	
CATEGORY	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
HIGH SCHOOL RANK																						
1ST QUARTER	622	31.5%	602	33.5%	624	35.8%	572	33.6%	559	33.9%	516	33.3%	519	33.3%	561	36.6%	627	36.6%	558	35.8%	516	37.4%
2ND QUARTER	731	38.3%	662	36.8%	626	35.9%	627	36.8%	584	35.5%	505	32.6%	551	35.4%	456	29.7%	612	35.7%	556	35.7%	419	30.4%
3RD QUARTER	452	23.7%	447	24.9%	407	23.4%	410	24.1%	398	24.2%	420	27.1%	378	24.3%	405	26.4%	387	22.6%	336	21.6%	343	24.9%
4TH QUARTER	106	5.5%	87	4.8%	85	4.9%	94	5.5%	106	6.4%	107	6.9%	110	7.1%	112	7.3%	86	5.0%	109	7.0%	100	7.3%
RANK UNKNOWN	956		904		948		932		931		813		939		852		784		746		736	
DEGREE INTENT:																						
DEGREE	Not Available		1043	38.6%	1016	37.8%	1006	38.2%	961	37.3%	915	38.8%	980	39.2%	898	37.6%	911	36.5%	888	38.5%	819	38.7%
CERTIFICATE			365	13.5%	310	11.5%	322	12.2%	304	11.8%	282	11.9%	313	12.5%	310	13.0%	295	11.8%	338	14.7%	293	13.9%
NO DEGREE			1294	47.9%	1364	50.7%	1307	49.6%	1313	50.9%	1164	49.3%	1204	48.2%	1178	49.4%	1290	51.7%	1079	46.8%	1002	47.4%
ATHLETIC INVOLVEMENT																						
INVOLVED	Not Available		4	0.1%	4	0.1%	2	0.1%	2	0.1%	8	0.3%	7	0.3%	6	0.3%	2	0.1%	4	0.2%	3	0.1%
NOT INVOLVED			2698	99.9%	2686	99.9%	2633	99.9%	2576	99.9%	2353	99.7%	2490	99.7%	2380	99.7%	2494	99.9%	2301	99.8%	2111	99.9%
DISABILITY:																						
DISABLED	244	8.5%	200	7.7%	186	6.9%	159	6.0%	243	9.4%	271	11.5%	283	11.3%	267	11.2%	308	12.3%	245	10.6%	242	11.4%
NOT DISABLED	2623	91.5%	2494	92.3%	2504	93.1%	2476	94.0%	2335	90.6%	2090	88.5%	2214	88.7%	2119	88.8%	2188	87.7%	2060	89.4%	1872	88.6%
RACE/ETHNIC:																						
ASIAN,PACIFIC IS.	90	3.3%	91	3.5%	82	3.2%	90	3.5%	105	4.2%	124	5.5%	108	4.5%	155	6.8%	188	7.8%	191	8.6%	171	8.4%
AMERICAN INDIAN	2	0.1%	8	0.3%	2	0.1%	7	0.3%	7	0.3%	4	0.2%	9	0.4%	5	0.2%	10	0.4%	9	0.4%	6	0.3%
BLACK AMERICAN	44	1.6%	69	2.7%	51	2.0%	60	2.3%	63	2.5%	57	2.5%	77	3.2%	64	2.8%	81	3.4%	96	4.3%	72	3.5%
HISPANIC AMERICA	51	1.9%	57	2.2%	48	1.9%	56	2.2%	65	2.6%	67	3.0%	102	4.2%	91	4.0%	113	4.7%	102	4.6%	111	5.4%
OTHER MINORITY	3	0.1%	1	0.0%	2	0.1%	8	0.3%	4	0.2%	5	0.2%	8	0.3%	9	0.4%	14	0.6%	16	0.7%	8	0.4%
WHITE AMERICAN	2481	92.2%	2297	89.4%	2360	91.8%	2300	89.9%	2241	89.4%	2001	88.4%	2068	86.0%	1950	85.2%	1991	82.6%	1807	81.1%	1664	81.7%
FOREIGN STUDENT	20	0.7%	46	1.8%	27	1.0%	38	1.5%	21	0.8%	5	0.2%	33	1.4%	15	0.7%	13	0.5%	8	0.4%	5	0.2%
REFUSED/UNSPECIFI	176		133		118		77		72		98		92		97		86		76		77	
DEGREE EARNED:																						
NO	2604	90.8%	2446	90.5%	2502	93.0%	2422	91.9%	2387	92.6%	2181	92.4%	2337	93.6%	2262	94.8%	2447	98.0%	2291	99.4%	2112	99.9%
YES	263	9.2%	256	9.5%	183	7.0%	213	8.1%	191	7.4%	180	7.6%	160	6.4%	124	5.2%	49	2.0%	14	0.6%	2	0.1%
DEGREE STATUS BY HOURS:																						
NO DEGREE	2604		2446		2502		2422		2387		2181		2337		2262		2447		2291		2112	
LESS THAN 12	2027	77.8%	1932	78.6%	1960	78.3%	1874	77.4%	1852	77.6%	1645	75.4%	1820	77.9%	1711	75.6%	1873	76.5%	1849	80.7%	2104	99.6%
BETWEEN 13-23	340	13.1%	305	12.5%	313	12.5%	327	13.5%	299	12.5%	302	13.8%	297	12.7%	309	13.7%	361	14.8%	325	14.2%	8	0.4%
BETWEEN 24-35	121	4.6%	112	4.6%	133	5.3%	112	4.6%	124	5.2%	115	5.3%	112	4.8%	125	5.5%	122	5.0%	89	3.9%	0	0.0%
BETWEEN 36-47	59	2.3%	56	2.3%	48	1.9%	50	2.1%	60	2.5%	57	2.6%	63	2.7%	57	2.5%	65	2.7%	28	1.2%	0	0.0%
48 OR MORE	57	2.2%	51	2.1%	48	1.9%	59	2.4%	52	2.2%	62	2.8%	45	1.9%	60	2.7%	26	1.1%	0	0.0%	0	0.0%
DEGREE EARNED	263		256		183		213		191		180		160		124		49		14		2	
48 OR MORE	167	63.5%	144	56.3%	87	46.3%	112	52.6%	114	59.7%	106	58.9%	84	52.5%	68	48.4%	6	12.2%	0	0.0%	0	0.0%
UNDER 48	96	36.5%	112	43.8%	101	53.7%	101	47.4%	77	40.3%	74	41.1%	76	47.5%	64	51.6%	43	87.8%	14	100.0%	2	100.0%
PROGRAM																						
CAREER	1349	47.6%	1163	43.7%	1064	40.3%	1094	42.8%	932	36.5%	921	39.1%	894	35.9%	834	35.1%	902	36.5%	855	37.3%	877	42.1%
TRANSFER	1486	52.4%	1496	56.3%	1579	59.7%	1509	58.8%	1618	63.5%	1436	60.9%	1595	64.1%	1539	64.9%	1569	63.5%	1438	62.7%	1204	57.9%

LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE RACE, AND PROGRAM

LONG93.XLS June 17, 1994

FULL-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
ENROLLMENT	9259		8646		16272		1630		15788		734		835		6494		13411	
AVE GPA	2.04		2.33		2.15		2.45		2.19		2.36		1.84		2.17		2.18	
AVERAGE CUMULATIVE:																		
HOURS ATTEMPTED	33.8		37.7		36.6		26.3		36.5		32.1		25.9		37.1		35.2	
HOURS EARNED	31.0		36.2		34.3		25.8		34.1		33.9		24.7		34.7		33.1	
GENDER																		
MALE					8443	51.9%	800	49.4%	8104	51.4%	369	50.3%	471	56.5%	2952	45.7%	7199	53.7%
FEMALE					7819	48.1%	818	50.6%	7676	48.6%	364	49.7%	362	43.5%	3439	54.3%	6200	46.3%
UNKNOWN					10		2		8		1		2		3		12	
AVE AGE	19.0		19.1						19.0		20.1		19.6		19.7		18.8	
AGE UNDER 21	8443	91.3%	7819	90.5%					14583	92.0%	580	79.0%	711	85.1%	3795	84.5%	12470	93.1%
AGE 21 & OVER	800	8.7%	818	9.5%					1269	8.0%	154	21.0%	124	14.9%	694	15.5%	922	6.9%
REGISTERED UNTIL:																		
1 SEMESTER ONLY	938	10.1%	692	7.0%	1257	7.7%	283	17.5%	1329	8.4%	41	5.6%	112	13.4%	429	9.5%	1114	8.3%
FOLLOWING SPRING	1517	16.4%	1192	13.8%	2351	14.4%	357	22.0%	2315	14.7%	120	16.3%	198	23.7%	652	14.5%	2055	15.3%
FOLLOWING YEAR	2034	22.0%	1928	22.3%	3527	21.7%	435	26.9%	3441	21.8%	181	24.7%	288	34.9%	972	21.6%	2993	22.3%
2-5 YEARS	3980	43.0%	4014	46.4%	7542	46.3%	443	27.3%	7138	45.2%	347	47.3%	270	32.3%	1921	42.7%	6070	45.3%
6 YRS OR MORE	790	8.5%	910	10.5%	1595	9.8%	102	6.3%	1565	9.9%	45	6.1%	47	5.6%	520	11.6%	1179	8.8%
TRANSFERRED IN FROM:																		
4 YEAR SCHOOL	1193	12.9%	854	9.9%	1518	9.3%	529	32.7%	1783	11.3%	137	18.7%	68	8.1%	484	10.8%	1564	11.7%
2 YEAR SCHOOL	404	4.4%	518	6.0%	467	2.9%	456	28.1%	765	4.8%	52	7.1%	74	8.9%	385	8.6%	538	4.0%
REASON FOR ATTENDING:																		
FUTURE JOB	1142	13.7%	1618	20.7%	2286	15.6%	472	32.1%	2479	17.5%	84	11.9%	123	15.5%	1449	37.2%	1310	10.7%
IMPROVE JOB SKILL	72	0.9%	59	0.8%	88	0.6%	43	2.9%	105	0.7%	7	1.0%	15	1.9%	72	1.8%	59	0.5%
EXPLORE COURSES	1197	14.3%	1084	13.9%	2138	14.6%	144	9.8%	2017	14.2%	80	11.3%	134	16.8%	433	11.1%	1849	15.1%
PREPARE FOR TRAN	5596	67.1%	4657	59.6%	9644	65.7%	609	41.4%	9047	63.8%	451	64.0%	447	56.2%	1705	43.8%	8544	69.7%
REV BASIC SKILLS	16	0.2%	15	0.2%	24	0.2%	7	0.5%	23	0.2%	0	0.0%	7	0.9%	7	0.2%	24	0.2%
PERSONAL INTERES	131	1.6%	144	1.8%	171	1.2%	104	7.1%	177	1.2%	42	6.0%	36	4.5%	87	2.2%	188	1.5%
OTHER INTENT	191	2.3%	233	3.0%	332	2.3%	92	6.3%	328	2.3%	41	5.8%	34	4.3%	143	3.7%	281	2.3%

LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE RACE, AND PROGRAM

LONG93.XLS June 17, 1994

FULL-TIME	GENDER MALE		GENDER FEMALE		AGE UNDER 21		AGE 21 & OVER		ETHNIC WHITE		ETHNIC ASIAN		ETHNIC BLACK/HISP		PROGRAM CAREER		PROGRAM TRANSFER	
CATEGORY	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
HIGH SCHOOL RANK																		
1ST QUARTER	1004	14.4%	1505	22.3%	2294	17.3%	297	28.7%	2230	17.5%	185	33.3%	77	13.0%	619	17.7%	1972	18.3%
2ND QUARTER	2477	32.8%	2555	37.9%	4618	34.9%	408	39.4%	4548	35.7%	195	35.1%	173	29.3%	1254	35.8%	3778	35.0%
3RD QUARTER	3090	41.0%	2210	32.8%	5030	38.0%	268	25.9%	4762	37.4%	137	24.7%	262	44.3%	1280	36.5%	4022	37.3%
4TH QUARTER	893	11.8%	468	6.9%	1299	9.8%	62	6.0%	1198	9.4%	38	6.8%	79	13.4%	351	10.0%	1011	9.4%
RANK UNKNOWN	1715		1908		3031		585		3050		179		244		990		2638	
DEGREE INTENT:																		
DEGREE	5497	66.0%	5238	67.1%	9790	66.9%	946	63.5%	9439	66.8%	444	62.7%	558	69.2%	2777	71.8%	7959	64.9%
CERTIFICATE	290	3.5%	340	4.4%	483	3.3%	147	9.9%	505	3.6%	54	7.6%	46	5.7%	272	7.0%	357	2.9%
NO DEGREE	2543	30.5%	2233	28.6%	4371	29.8%	397	26.6%	4182	29.6%	210	29.7%	202	25.1%	821	21.2%	3949	32.2%
ATHLETIC INVOLVEMENT																		
INVOLVED	647	7.8%	209	2.7%	810	5.5%	46	3.1%	674	4.8%	14	2.0%	136	16.9%	128	3.3%	728	5.9%
NOT INVOLVED	7683	92.2%	7602	97.3%	13834	94.5%	1444	96.9%	13452	95.2%	694	98.0%	670	83.1%	3742	96.7%	11537	94.1%
DISABILITY:																		
DISABLED	894	9.7%	853	9.9%	1584	9.7%	161	9.9%	1564	9.9%	31	4.2%	92	11.0%	461	10.3%	1285	9.6%
NOT DISABLED	8365	90.3%	7793	90.1%	14688	90.3%	1459	90.1%	14234	90.1%	703	95.8%	743	89.0%	4033	89.7%	12126	90.4%
RACE/ETHNIC:																		
ASIAN,PACIFIC IS.	369	4.1%	364	4.3%	580	3.6%	154	9.8%							166	3.8%	568	4.3%
AMERICAN INDIAN	20	0.2%	13	0.2%	29	0.2%	4	0.3%							10	0.2%	23	0.2%
BLACK AMERICAN	223	2.5%	103	1.2%	258	1.6%	69	4.4%							110	2.5%	217	1.6%
HISPANIC AMERICA	248	2.7%	259	3.0%	453	2.8%	55	3.5%							141	3.2%	366	2.8%
OTHER MINORITY	36	0.4%	31	0.4%	60	0.4%	7	0.4%							17	0.4%	50	0.4%
WHITE AMERICAN	8104	89.4%	7676	90.3%	14503	90.7%	1269	80.7%							3936	89.2%	11843	90.0%
FOREIGN STUDENT	65	0.7%	58	0.7%	109	0.7%	14	0.9%							34	0.8%	89	0.7%
REFUSED/UNSPECIFI	194		142		280		48								80		256	
DEGREE EARNED:																		
NO	7524	81.3%	6285	72.7%	12505	76.8%	1290	79.6%	11986	75.9%	621	84.6%	741	88.7%	3297	73.4%	10509	78.4%
YES	1735	18.7%	2361	27.3%	3767	23.2%	330	20.4%	3802	24.1%	113	15.4%	94	11.3%	1197	26.6%	2902	21.6%
DEGREE STATUS BY HOURS:																		
NO DEGREE	7524		6285		12505		1290		11986		621		741		3297		10509	
LESS THAN 34	4225	56.2%	3233	51.4%	6996	52.7%	855	66.3%	6480	53.4%	312	50.2%	493	66.5%	1848	56.1%	5607	53.4%
BETWEEN 34-35	1358	18.0%	1243	19.8%	2385	19.1%	213	16.5%	2339	19.4%	97	15.6%	107	14.4%	576	17.5%	2025	19.3%
BETWEEN 36-47	899	11.9%	867	13.8%	1649	13.2%	113	8.8%	1541	12.9%	93	15.0%	66	8.9%	398	12.1%	1368	13.0%
48 OR MORE	1042	13.8%	942	15.0%	1875	15.0%	109	8.4%	1725	14.4%	119	19.2%	75	10.1%	475	14.4%	1509	14.4%
DEGREE EARNED	1735		2361		3767		330		3802		113		94		1197		2902	
48 OR MORE	1532	88.3%	2143	90.8%	3484	92.5%	191	57.9%	3433	90.3%	100	88.5%	77	81.9%	1031	86.1%	2646	91.2%
UNDER 48	203	11.7%	218	9.2%	283	7.5%	139	42.1%	379	10.0%	13	11.5%	17	18.1%	166	13.9%	256	8.8%
PROGRAM																		
CAREER	2052	22.2%	2439	28.2%	3795	23.3%	694	42.9%	3936	24.9%	166	22.6%	251	30.1%				
TRANSFER	7199	77.8%	6200	71.8%	12478	76.7%	922	57.1%	11842	75.1%	568	77.4%	583	69.9%				

LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE, RACE, AND PROGRAM

LONG93.XLS June 17, 1994

PART-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21-34 TOTAL	PCT	AGE 35 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
ENROLLMENT	11070		16492		7092		13107		6421		23160		1395		1596		10885		16469	
AVE GPA	2.16		2.47		1.80		2.44		2.85		2.38		2.27		1.81		2.40		2.30	
AVERAGE CUMULATIVE:																				
HOURS ATTEMPTED	10.9		11.3		17.6		8.8		8.1		11.5		9.7		9.1		11.9		10.8	
HOURS EARNED	9.5		10.6		15.4		8.2		7.9		10.4		10.0		8.4		10.9		9.7	
GENDER																				
MALE					3551	45.1%	5438	41.5%	2004	31.3%	9143	39.5%	625	44.9%	657	41.2%	4807	36.9%	6960	42.4%
FEMALE					4331	54.9%	7652	58.5%	4400	68.7%	13992	60.5%	768	55.1%	938	58.8%	6851	63.1%	9470	57.6%
UNKNOWN					10		17	-	17		26		3		1		27		39	
AVE AGE	27.0		28.8								28.0		28.3		27.8		29.3		27.4	
AGE UNDER 21	3551	32.3%	4331	26.4%							6869	29.7%	340	24.4%	372	23.4%	2417	22.3%	5409	33.0%
AGE 21-34	5438	49.5%	7652	46.7%							10835	46.9%	715	51.4%	891	56.0%	5503	50.9%	7502	45.8%
AGE 35 & OVER	2004	18.2%	4400	26.9%							5401	23.4%	337	24.2%	329	20.7%	2901	26.8%	3477	21.2%
REGISTERED UNTIL:																				
1 SEMESTER ONLY	4120	37.2%	5114	31.0%	1905	26.1%	4999	38.1%	2253	35.1%	7646	33.0%	459	32.9%	624	39.1%	3648	33.5%	5469	33.2%
FOLLOWING SPRING	1755	15.9%	2444	14.8%	1147	14.5%	2069	15.8%	976	15.2%	3521	15.2%	236	16.2%	261	16.4%	1771	16.3%	2409	14.6%
FOLLOWING YEAR	1624	14.7%	2587	15.7%	1198	15.2%	2022	15.4%	972	15.1%	3517	15.2%	245	17.6%	242	15.2%	1681	15.4%	2507	15.2%
2-5 YEARS	2691	24.3%	4690	28.4%	2723	34.5%	3034	23.1%	1600	24.9%	6235	26.9%	377	27.0%	383	24.0%	2825	26.0%	4523	27.5%
6 YRS OR MORE	880	7.9%	1657	10.0%	920	11.7%	983	7.5%	620	9.7%	2241	9.7%	88	6.3%	86	5.4%	960	8.8%	1561	9.5%
TRANSFERRED IN FROM:																				
4 YEAR SCHOOL	3794	34.3%	4901	29.7%	905	11.5%	5124	39.1%	2650	41.3%	7201	31.1%	753	54.0%	378	23.7%	3084	28.3%	5591	33.9%
2 YEAR SCHOOL	1853	16.7%	3693	22.4%	501	6.3%	3485	26.6%	1556	24.2%	4690	20.3%	169	12.1%	418	26.2%	3669	34.5%	2878	17.5%
REASON FOR ATTENDING:																				
FUTURE JOB	3039	30.9%	3992	27.1%	1790	25.7%	2792	23.8%	1441	24.9%	5201	25.1%	286	21.9%	336	22.3%	3496	36.8%	2519	16.9%
IMPROVE JOB SKILL	2361	23.2%	2886	19.6%	362	5.2%	2952	25.2%	1831	31.7%	4394	21.3%	217	16.6%	325	22.1%	2569	27.0%	2564	17.3%
EXPLORE COURSES	1138	11.6%	1833	12.4%	1401	20.1%	1205	10.3%	354	6.1%	2507	12.1%	130	11.5%	191	13.0%	863	9.1%	2092	14.0%
PREPARE FOR TRAN	2513	25.8%	2935	19.9%	2699	38.8%	2238	19.0%	517	8.9%	4604	22.3%	300	23.0%	330	21.8%	1071	11.3%	4371	29.3%
REV BASIC SKILLS	88	0.9%	118	0.8%	38	0.5%	184	0.9%	63	1.1%	155	0.8%	25	1.9%	17	1.1%	67	0.5%	157	1.1%
PERSONAL INTERES	1340	13.7%	2079	14.1%	386	5.5%	1794	15.3%	1236	21.4%	2788	13.5%	251	19.2%	194	13.1%	991	10.4%	2433	16.3%
OTHER INTENT	383	3.9%	880	6.0%	289	4.1%	635	5.4%	338	5.8%	1030	4.9%	77	5.9%	98	6.7%	474	5.0%	788	5.3%

LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE, RACE, AND PROGRAM

LONG93.XLS June 17, 1994

PART-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21-34 TOTAL	PCT	AGE 35 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
HIGH SCHOOL RANK																				
1ST QUARTER	2155	38.4%	4115	39.3%	1885	17.2%	3458	41.1%	1796	47.1%	5298	33.8%	448	54.9%	277	38.4%	2343	33.2%	3921	35.6%
2ND QUARTER	2565	33.8%	3756	35.8%	1941	33.2%	3065	36.5%	1315	34.5%	5547	35.3%	243	29.8%	316	34.7%	2623	37.2%	3692	33.6%
3RD QUARTER	2221	29.3%	2155	20.6%	2193	37.5%	1587	18.9%	596	15.6%	3872	24.7%	110	13.5%	253	27.8%	1734	24.6%	2644	24.0%
4TH QUARTER	645	8.5%	456	4.4%	782	12.0%	295	3.5%	104	2.7%	975	6.2%	15	1.8%	64	7.0%	353	5.0%	746	6.8%
RANK UNKNOWN	3484		6010		2051		4782		2610		7468		579		686		3832		5466	
DEGREE INTENT:																				
DEGREE	3902	35.5%	5932	39.9%	3599	51.5%	4320	36.6%	1511	26.0%	7999	38.7%	415	31.8%	667	44.4%	4172	43.8%	5349	35.0%
CERTIFICATE	1215	13.3%	1915	12.9%	585	8.4%	1593	13.5%	945	16.2%	2512	12.1%	286	15.8%	276	18.4%	2032	21.3%	1093	7.3%
NO DEGREE	5185	52.2%	7005	47.2%	2798	40.1%	5902	50.0%	3365	57.8%	10168	49.2%	684	52.4%	558	37.2%	3332	34.9%	8642	57.7%
ATHLETIC INVOLVEMENT																				
INVOLVED	34	0.3%	8	0.1%	39	0.6%	3	0.0%	0	0.0%	31	0.1%	0	0.0%	7	0.5%	9	0.1%	31	0.2%
NOT INVOLVED	9838	99.7%	14884	99.9%	6943	99.4%	11812	100.0%	5821	100.0%	20647	99.8%	1305	100.0%	1494	99.5%	9527	99.9%	14951	99.8%
DISABILITY:																				
DISABLED	1845	9.4%	1682	9.7%	839	10.6%	1037	7.9%	770	12.0%	2317	10.0%	60	4.3%	145	9.1%	1847	9.6%	1596	9.7%
NOT DISABLED	10025	90.6%	14899	90.3%	7053	89.4%	12070	92.1%	5651	88.0%	20843	90.0%	1335	95.7%	1451	90.9%	9838	90.4%	14873	90.3%
RACE/ETHNIC:																				
ASIAN,PACIFIC IS.	625	5.9%	768	4.8%	348	4.4%	715	5.7%	337	5.5%							498	4.7%	898	5.6%
AMERICAN INDIAN	32	0.3%	37	0.2%	12	0.2%	34	0.3%	23	0.4%							34	0.3%	34	0.2%
BLACK AMERICAN	284	2.7%	450	2.8%	127	1.7%	415	3.3%	191	3.1%							344	3.3%	382	2.4%
HISPANIC AMERICA	373	3.5%	488	3.1%	245	3.2%	474	3.8%	138	2.2%							327	3.1%	505	3.2%
OTHER MINORITY	38	0.4%	40	0.3%	28	0.4%	35	0.3%	15	0.2%							29	0.3%	49	0.3%
WHITE AMERICAN	9142	86.3%	13992	88.8%	6869	89.4%	10835	85.8%	5401	87.8%							9305	87.5%	13835	87.3%
FOREIGN STUDENT	184	1.8%	127	0.8%	68	0.8%	123	1.0%	48	0.8%							83	0.8%	148	0.9%
REFUSED/UNSPECIFI	671		990		211		674		368								365		636	
DEGREE EARNED:																				
NO	10558	95.4%	15364	93.2%	7274	92.2%	13459	95.1%	6048	94.2%	21707	93.7%	1345	96.4%	1524	95.5%	9959	91.5%	15755	95.7%
YES	511	4.6%	1128	6.8%	618	7.8%	648	4.9%	373	5.8%	1453	6.3%	50	3.6%	72	4.5%	926	8.5%	714	4.3%
DEGREE STATUS BY HOURS:																				
NO DEGREE	10558		15364		7274		13459		6048		21707		1345		1524		9959		15755	
LESS THAN 12	8412	79.7%	12160	79.1%	4916	67.6%	10409	83.5%	5110	84.5%	17153	79.0%	1046	77.8%	1259	82.6%	7901	79.3%	12466	79.1%
BETWEEN 12-23	1281	12.1%	1901	12.4%	1165	16.0%	1364	10.9%	652	10.8%	2711	12.5%	171	12.7%	162	10.6%	1224	12.3%	1957	12.4%
BETWEEN 24-35	441	4.2%	734	4.7%	557	7.7%	418	3.4%	187	3.1%	999	4.6%	61	4.5%	56	3.7%	462	4.6%	702	4.5%
BETWEEN 36-47	219	2.1%	334	2.1%	311	4.3%	167	1.3%	68	1.1%	459	2.1%	33	2.5%	33	1.5%	288	2.1%	330	2.1%
48 OR MORE	205	1.9%	255	1.7%	325	4.5%	101	0.8%	34	0.6%	385	1.8%	34	2.5%	34	1.6%	167	1.7%	293	1.9%
DEGREE EARNED	511		1128		618		648		373		1453		50		72		926		714	
48 OR MORE	264	51.6%	616	54.6%	496	80.3%	263	40.6%	121	32.4%	797	54.9%	34	68.0%	29	40.3%	416	44.9%	464	65.0%
UNDER 48	248	48.4%	512	45.4%	122	19.7%	385	59.4%	252	67.6%	656	45.1%	16	32.0%	43	59.7%	510	55.1%	250	35.0%
PROGRAM																				
CAREER	4007	36.5%	6851	42.0%	2417	30.9%	5583	42.3%	3901	65.5%	9205	60.0%	498	35.9%	671	43.1%				
TRANSFER	6960	63.5%	9470	58.0%	5409	69.1%	7582	57.7%	3477	54.5%	13835	60.0%	890	64.1%	887	56.9%				

Operational Staff:

Janice A. Cook, Administrative Secretary

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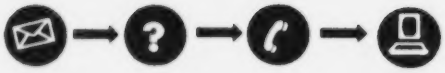
Research



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